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Political, social, and economic objectives as treated in  
recent social studies textbooks: a quantitative analysis



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THESIS

POLITICAL, SOCIAL, AND ECONOMIC CONDITIONS AS RELATED TO  
HIGHER SOCIAL SYSTEMS DEVELOPMENT: A COMPARATIVE STUDY

Submitted by

John H. H. H. H.

in partial fulfillment of the requirements

for the degree of Master of Education

1934

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POLITICAL, SOCIAL, AND ECONOMIC OBJECTIVES AS TREATED IN  
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GEORGE DEWEY LUNDBERG

(A.B., Central College, 1924)

In partial fulfillment of the requirements  
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First reader - John V. Mahoney, Professor of Education  
Second reader - George K. Makechnie, Instructor in Social Studies



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## Statement of the Problem

Education's goal for the youth of the country is to provide them with the knowledge, skills, and attitudes necessary for a successful life. To achieve this goal, it is essential that the curriculum be relevant, up-to-date, and of high quality. The curriculum should reflect the needs and interests of the youth, and should be designed to develop their intellectual, emotional, and physical abilities. The curriculum should also be designed to instill in them a sense of responsibility and a commitment to the values of honesty, integrity, and respect for others.

## CHAPTER ONE

### THE INTRODUCTION

The introduction is the first part of the book, and it is designed to provide the reader with a general overview of the subject matter. It should also provide the reader with a clear understanding of the purpose of the book and the objectives of the study. The introduction should be written in a clear, concise, and engaging manner, and it should be designed to attract the reader's attention and to encourage them to continue reading.

1. To provide a general overview of the subject matter.
2. To provide the reader with a clear understanding of the purpose of the book and the objectives of the study.
3. To provide the reader with a clear understanding of the scope of the study.
4. To provide the reader with a clear understanding of the methodology used in the study.
5. To provide the reader with a clear understanding of the results of the study.

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CHAPTER ONE  
THE INTRODUCTION



### Statement of the Problem

Education's goal for the youth of the country is able, participating citizenship, and wholesome living. To further this aim, it is necessary that courses of study, teaching methods, and particularly subject matter reflect the predominating spirit of the current era. No specifically authoritative list of social science aims, however, exists to guide either the writing or the selection of textbooks, and questions frequently arise as to what should be regarded as vital concepts for the potential citizen to make his own, and as to the degree to which textbooks provide these concepts. This thesis accordingly proposes:

1. To set up a list of objectives in keeping with present-day conditions
2. To report the space devoted to their presentation by a group of representative social studies textbooks
3. To draw therefrom certain inferences with regard to the progressive character of the entire set-up.

The pioneer nature of the work necessitates a purely tentative establishment of criteria, and limits the study to such volumes as provide a comprehensive range of subject matter.

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Education's goal for the youth of the country is to provide them with a sound education, and wholesome living. To further this aim, it is necessary that courses of study, teaching methods, and particularly subject matter reflect the predominating spirit of the current era. No specifically authoritative list of social science aims, however, exists to guide either the writing or the selection of textbooks, and questions frequently arise as to what should be regarded as vital concepts for the potential citizen to make his own, and as to the degree to which textbooks provide these concepts. This thesis accordingly proposes:

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## The Changing World

To speak of civilization in flux approaches anachronism, since civilization, even a dying civilization, is always in flux. Nevertheless it is evident that the impulse lately given in this country to study of social trends and their implications must have come from striking and individualistic events and movements, in order to have attained its present proportions. Scarcely a generalist textbook, treatise, volume

### CHAPTER TWO

of popular information or philosophy, or source of lectures in social, industrial, or educational fields is offered to the public without bearing a chapter, a table, an outline, or a summary to the recent changes in our habits of thought and conduct. What are the influences responsible for this tremendous surge of contemporary illustration and periodicals, and for such surveys as that of President Hoover's Committee on Recent Social Trends?

Excellent interpretive material is available on this topic from the published work of leading investigators. An examination of selected commentaries by Briggs<sup>1</sup>, Lewis<sup>2</sup>, Kilpatrick<sup>3</sup>, Loomis<sup>4</sup>, Childs<sup>5</sup>, and Board<sup>6</sup> shows considerable uniformity of topic and one slight variation of emphasis.

---

<sup>1</sup>Briggs, Thomas B. Secondary Education, Ch. 7.  
<sup>2</sup>Lewis, Harold. Building a Science of Society for the Education, pp. 18-20.  
<sup>3</sup>Kilpatrick, M. E. The Educational Frontier, Ch. 2 and 3.  
<sup>4</sup>Loomis, John. The Educational Frontier, Ch. 2.  
<sup>5</sup>Childs, John H. Ibid.  
<sup>6</sup>Board, William C. Our World in the Twentieth Century.

CHAPTER TWO

TIMELINESS OF THE INVESTIGATION



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<sup>1</sup>Briggs, Thomas H. Secondary Education, Ch. 7

<sup>2</sup>Rugg, Harold. Building a Science of Society for the Schools, pp. 16-20

<sup>3</sup>Kilpatrick, Wm. H. The Educational Frontier, Chs. 1 and 4

<sup>4</sup>Dewey, John. The Educational Frontier, Ch. 2

<sup>5</sup>Childs, John L. Ibid.

<sup>6</sup>Beard, Charles A. The Nature of the Social Sciences, Ch. 6

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<sup>4</sup> Lowy, John. The Educational Frontier, Ch. 2.  
<sup>5</sup> Childs, John I. Ibid.  
<sup>6</sup> Beard, Charles A. The Nature of the Social Sciences, Ch. 2.



It is therefore deemed permissible to combine their views without specific acknowledgment of individual opinion except where variation does exist. In general Briggs seems to emphasize the social and scientific phases of the national life; Rugg, the industrial and economic; Kilpatrick, Dewey and Childs the social as closely and causally related to the industrial system and its evils; and Beard the political and economic with agriculture specifically treated as a part of the economic life of the country.

Industrialism, with its bearing on other factors of national development, has become the nucleus of our economic life. Technology, rugged individualism, corporate control, laissez-faire, scientific research, and specialization have been its driving forces. From their operation have resulted economic problems of high living standards, competitive profits, mass production, unemployment, financial restriction, labor legislation; social problems of urbanization, family relationships, worthy use of leisure, race prejudice, poverty, hygiene and sanitation; and political and governmental problems of nationalism, internationalism, trade, crime and lawlessness, and intervention in business. In addition many of these problems overlap, one upon another and one field upon another, until there seem few clearly defined boundaries where remedial effort may begin. Thus the economic phase of the high standard of living difficulty is bound up with the social implications of white collar jobs, keeping up with the Joneses, family

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relationships of divorce, two-job wives, fewer children, etc.; with the governmental policies of labor legislation, taxes and tariffs, direction of finance and industry; and with the educational demands of vocational training, increased enrollment, college for the unfit, and administrative detail. These and other educational needs must be met and borne by the public in the form of taxes and bond issues, by families in the form of financial sacrifice, by teachers in the form of professional advancement fees, and so on, with school politics playing a part in many instances, until all these financial requirements necessitate the competitive life which is the foundation of the economic-high-living-standards with which the cycle began. Similar cycles might be traced with any one of the problems listed above as a beginning.

Specifically the above confusion is intensified by the conflict inherent in our industrial system, which is cooperative and interdependent in demand and principle, but fiercely and individually competitive in actual practice. A brief review of chronological features of United States History will substantiate this statement.

Hardships of pioneer and frontier life

Man against Nature

Individualism leading to laissez-faire

Man against Man

Modern industrial civilization

Man against Society?  
or  
Man with Society?

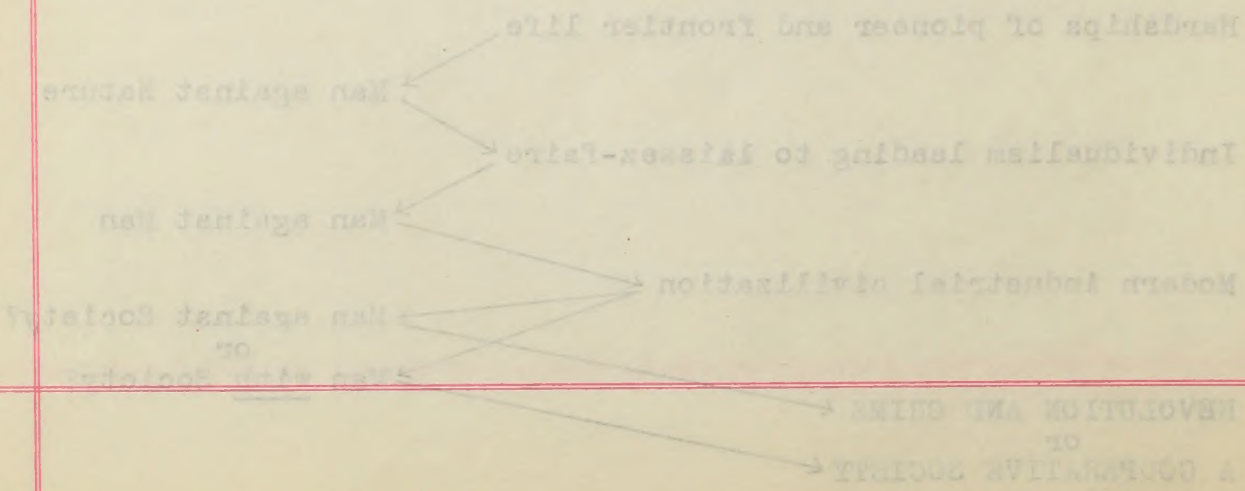
REVOLUTION AND CRIME

or

A COOPERATIVE SOCIETY

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The responsibility of choosing between a revolutionary and a cooperative society lies with the present and the coming generations. To ally ourselves against the common good invites the one; to ally ourselves against the enemies of the common good develops the other.

These are the confusions, conflicts, and possibilities facing American leaders and investigators, and bringing many of them to advocate a carefully planned social-economic program for the nation. It is as yet much too soon to say definitely what degree of control, what new agencies, institutions, and authorities, what existing units and beliefs, will be utilized in the corrective experiments finally agreed upon, but we do know that in any attempted program Education will have a part to play. The following pages are concerned with the system of thought evolving to direct the task of Education in the larger goal.

#### The Changing Educational Philosophy

"Though it is hard for man, the unsocial social animal, to live with men," says Thomas Vernor Smith, on page 20 of The Democratic Way of Life, "nothing is more clear than that he cannot live happily without them." In this one sentence we have the essence of our need for a satisfying and effective philosophy of education, and the basis of our search for concept-objectives of the educational program. Add to this the desire current among many of our leaders to arrange a program

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consistent with the purest aspects of the democratic ideal which theoretically directs the nation's course, and something of definite content emerges on which to found the coming social group.

At this point we cannot overlook the position taken by those critics who assert that by reason of individual differences in native intelligence, and the advantages of depending on expert knowledge in matters of important consequence, democracy is proved a failure, and some other more workable policy should be adopted or devised. It is fair to these thinkers to concede that the complexities of modern life do afford a large and growing place for the application of expert knowledge. It is fair also to admit the weaknesses of democratic political institutions as seen in practice. The more conservative element, however, contends an equal or surpassing weakness in our economic system, a system built in actuality, though not in theory, upon the very theme upheld by the opposition - subordination of the rights of the many to the will of the few. Further, the contenders for the democratic way of life also provide a place for the expert - in the leaderships of interest and concern, of study, and of statesmanship.

Obviously, say these proponents, only the people can save the people. Looking about them at the prevalence of injustice, lethargy, and corruption, they see these evils not as the results of inability, but as lack of information and lack of

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a desire for information, and are the more convinced of the task and responsibility of Education in solving the problem. "Once widespread study has sufficiently aroused and built widespread intelligence," says Kilpatrick<sup>1</sup>, "effectual steps can be begun to change our system as intelligence may at that time indicate ..... We shall thus use our present best thinking not as propaganda or indoctrination but as the best available means for fostering the best possible study to secure the best possible action".

On the question of indoctrination, however, thinkers are also divided. Occasionally a pure idealist or an ultra-conservative flatly shudders away from the dangers of propaganda, the Left-Wingers of course see it as a desirable necessity, but in the main it is noticeable that the division is largely one of degree. Some concession to the term can seldom be avoided, even though emphasis varies. For example, Counts<sup>2</sup> is singularly outspoken on the subject, unequivocally charging the school with its failure to assume leadership in the past, and contending that all education contains some imposition, that the existence and evolution of society depend upon it, that it is therefore desirable, and that the educator has a major professional obligation to accept this. Briggs<sup>3</sup>, however, while upholding the power of propaganda, the necessity of some

<sup>1</sup>Kilpatrick, Wm. H. The Educational Frontier, pp. 155-56

<sup>2</sup>Counts, Geo. S. Dare the School Build a New Social Order?

<sup>3</sup>Briggs, Thomas H. Propaganda and the Curriculum, T. C. Record, March, 1933

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<sup>4</sup> Kippert, M. E. The Educational Frontier, pp. 183-88

<sup>5</sup> Counts, Geo. S. What the School Should Be, New Social Studies



forms of indoctrination by the schools, and the weakness of neutrality, nevertheless is careful to limit the scope of the teacher and the institution in inculcating social convictions, and would authorize inculcation only of such beliefs as are "correctly proportioned, unselfishly disinterested, and have first convinced the public of their rightness".

While these theories have been taking form and shape in the field of educational thought, equally definite changes have been developing in the realm of the school and the school program. Secondary education has felt their influence most. A classification by Briggs<sup>1</sup> is helpful in this connection, since it presents not only the principal factors of secondary school growth since the turn of the century, but indicates also the related activities of the school and the American philosophy. The substance of this classification follows; italicized portions mark the philosophical influences.

## I. Changes in secondary schools

### 1. Increase in enrollment, because of

- a. Increasing popular faith in "education" as a whole, as an aid to material success.
- b. Increasing national wealth distributed widely though unequally among the population.
- c. Decreasing need for youth in industry, supported by legislation derived from democratic theory of equality of opportunity.

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<sup>1</sup>Briggs, Thomas H. Secondary Education, Ch. 7

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<sup>1</sup> Briggs, Thomas H. Secondary Education. Ch. V



2. Increase in types of abilities found among students, making necessary
  - a. Diversification of curricula and training, due to the philosophy that education in a democracy should provide training suitable to the needs, the capacities, and the special aptitudes of every youth.
3. Advances in psychological discoveries, taking form of
  - a. Rejection of formal discipline and transfer of learning theories.
  - b. Emphasis on individual differences.
  - c. Findings by tests and measurements to show the fixed nature of the intelligence quotient, the gradual nature of all growth, the direct and indirect influence of physical health on mental effectiveness, the influence of the emotions on mental processes, and the laws of learning and retention and their application to teaching.
4. Increasing attention to philosophy as it affects education, to the effect that
  - a. Education is important only to the extent to which it brings about differences of all kinds that make for the betterment of mankind, as opposed to the classical tradition of separateness of knowledge and practice.

Briggs<sup>1</sup> has also summed up very concisely the units of the new philosophical thought. "The new philosophy, which in response to demand from the more thoughtful workers in education is still in the making, is attempting to provide for every varying individual a harmonious and contributory adjustment in the social whole; it is demanding that his education be in an actual rich life rather than a preparation for an uncertain contingency; it emphasizes that education is a never-ending

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<sup>1</sup>Briggs, Thomas H. Secondary Education, p. 136

2. Increase in types of activities found among students, making necessary

a. Diversification of curricula and training, due to the philosophy that education in a democracy should provide training suitable to the needs, the capacities, and the special aptitudes of every youth.

3. Advances in psychological discoveries, taking form of

a. Rejection of formal discipline and transfer of learning theories.

b. Emphasis on individual differences.

c. Findings by tests and measurements to show the fixed nature of the intelligence quotient, the gradual nature of all growth, the direct and indirect influence of physical health on mental effectiveness, the influence of the emotions on mental processes, and the laws of learning and retention and their application to teaching.

4. Increasing attention to philosophy as it affects education, to the effect that

a. Education is important only to the extent to which it brings about differences in all those that receive it for the betterment of mankind, as opposed to the classical tradition of perpetuation of knowledge and practice.

Wigley<sup>1</sup> has also summed up very concisely the units of

the new philosophical thought. "The new philosophy, which in response to demand from the more thoughtful workers in education is still in the making, is attempting to provide for every varying individual a harmonious and contributory adjustment in the social whole; it is demanding that his education be in an actual rich life rather than a preparation for an uncertain contingency; it emphasizes that education is a never-ending

<sup>1</sup>Wigley, Thomas H. Secondary Education, p. 155



growth, which must be begun and given direction in formal schools; it has tremendously enlarged our concept of education and consequently has made it necessary that the schools not only increase the scope of their offerings but also become vitally concerned to articulate with, if not to control, the other agencies that affect man's conduct; and it has brought into general consciousness the importance of educating the whole of an individual, not merely the abstract phases of his intellect, for complete and socially effective living."

What we must then accomplish is a physical, aesthetic, and spiritual articulation between Education and each of the phases of our modern civilization - the political and governmental, the economic and industrial, and above all, the social. The present paper seeks to define and bring to an educational focus as described on Page 2 certain of the policies and practices operative in this civilization.

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## Related Work in Other Investigations

For purposes of comparison and further to justify the selection of articles used in this research, attention is here directed to a classification of types of objectives found in current course of study as reported by Kimmel in the National Survey of Secondary Education for 1932<sup>1</sup>. This tabulation, originally compiled by H. F. Swindler in his unpublished study, Objectives in the Social Studies is as follows:

### CHAPTER THREE

TABLE 1. General BASIS FOR THE ANALYSIS social studies sources  
Reorganized from Swindler's study<sup>2</sup>

Socio-civic efficiency .....	170
Participation in civic activities .....	177
Information as a basis for participation .....	178
Making the world intelligible for pupils .....	174
Knowledge of civic rights, duties, and responsibilities ....	172
Ability to think, discriminate, judge .....	170
Knowledge of social, economic, and political principles ....	83
Knowledge of the past in order to interpret the present ....	87
Intelligent selection .....	85
Service and cooperation in society .....	83
Respect for law and institutions .....	74
Knowledge of moral, ethical, and religious principles .....	71
Appreciation of the interdependence of nations .....	61
Understanding of principles of constitution and democracy ..	61
Proper attitudes and interests .....	56
Worthy use of leisure .....	52
Tolerance and open-mindedness .....	48
Broadening interests and sympathies .....	44
Orderly development for a static world .....	41
Vocational efficiency .....	40
Mastery of tools and skills .....	34
Understanding of influences of environment .....	28

<sup>1</sup>Kimmel, Wp. 9. Instruction in the Social Studies, Bull., 1932, No. 17, pp. 5-7

<sup>2</sup>Ibid., Footnote, p. 5

CHAPTER THREE

BASIS FOR THE ANALYSIS



## Related Work in Other Investigations

For purposes of comparison and further to justify the selection of criteria used in this research, attention is here directed to a classification of types of objectives found in current courses of study as reported by Kimmel in the National Survey of Secondary Education for 1932<sup>1</sup>. This tabulation, originally compiled by R. E. Swindler in his unpublished study, Objectives in the Social Studies, is as follows:

TABLE 1. General objectives listed in 60 social studies courses rearranged from Swindler's study<sup>2</sup>

Socio-civic efficiency -----	176
Participation in civic activities -----	127
Information as a basis for participation -----	116
Making the world intelligible for pupils -----	114
Knowledge of civic rights, duties, and responsibilities ----	112
Ability to think, discriminate, judge -----	104
Knowledge of social, economic, and political principles ----	93
Knowledge of the past in order to interpret the present ----	87
Intelligent patriotism -----	85
Service and cooperation in society -----	83
Respect for law and institutions -----	74
Knowledge of moral, ethical, and religious principles -----	71
Appreciation of the interdependence of nations -----	63
Understanding of principles of Constitution and democracy --	61
Proper attitudes and interests -----	60
Worthy use of leisure -----	53
Tolerance and open-mindedness -----	44
Broadening interests and sympathies -----	44
Orderly development for a static world -----	41
Vocational efficiency -----	40
Mastery of tools and skills -----	34
Understanding of influences of environment -----	28

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<sup>2</sup>Ibid., Footnote, p. 6



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TABLE 1. General objectives listed in 60 social studies courses rearranged from Swindler's study<sup>2</sup>

100	Understanding of influences of environment
99	Mastery of tools and skills
98	Vocational efficiency
97	Orderly development for a static world
96	Broadening interests and sympathies
95	Tolerance and open-mindedness
94	Worthy use of leisure
93	Proper attitudes and interests
92	Understanding of principles of constitution and democracy
91	Appreciation of the interdependence of nations
90	Knowledge of moral, ethical, and religious principles
89	Respect for law and institutions
88	Service and cooperation in society
87	Intelligent participation
86	Knowledge of the past in order to interpret the present
85	Knowledge of social, economic, and political principles
84	Ability to think, discriminate, judge
83	Knowledge of civic rights, duties, and responsibilities
82	Making the world intelligible for pupils
81	Information as a basis for participation
80	Participation in civic activities
79	Socio-civic efficiency

<sup>1</sup>Kimmel, Wm. G. Instruction in the Social Studies, Bull., 1932, No. 17, pp. 3-7.  
<sup>2</sup>Ibid., Footnote, p. 6.



TABLE 1. (Continued)

Awareness of meaning of living together in organized society-	28
General culture -----	27
Cultivation of interest in reading social studies for pleasure	25
Health and efficiency -----	25
Appreciation of historical and scientific methods -----	18
Worthy home membership -----	15

Under the heading, "Noticeable Omissions in Lists of Objectives", and referring to the material incorporated in Table 1, Kimmel points out that while many of the lists contain items referring to ideals, principles, and other abstract learnings, definite lists of these items are lacking except in one instance; that many slogans and catch phrases are included which could not be precisely and accurately defined; that little attention is given to concepts and social processes as goals; that such objectives as cooperation and international interdependence are stressed without the inclusion of complementary concepts and balancing objectives such as competition and economic nationalism; and that very few courses of study mention the important goals of cultivating interest in and liking for the social studies subjects, development of wide reading habits, and the like.

He is of the opinion, in regard to the general, vague, and abstract terms mentioned above, that if direct instruction on these points is to be attempted, definite and appropriate subject matter should be included for that purpose in courses of study. This statement bears out the intention of this paper, which is to supplement existing goals by preparing a list

Table I. (Continued)

12-13 Awareness of meaning of living together in organized society - 22  
13-14 General culture ----- 27  
14-15 Cultivation of interest in reading social studies for pleasure 28  
15-16 Health and efficiency ----- 33  
16-17 Appreciation of historical and scientific methods ----- 38  
17-18 worthy home membership ----- 43

Under the heading, "Historical Objectives in Lists of

Objectives", and referring to the material incorporated in

Table I, several points are set forth which many of the lists contain

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and abstract terms mentioned above, that if direct instruction

on these points is to be attempted, definite and appropriate

subject matter should be included for that purpose in courses

of study. This statement bears out the intention of this

paper, which is to supplement existing goals by preparing a list



of definite concept-objectives and investigating the availability of purposeful textbook instruction upon these points.

Results of a project of the writer's own are in agreement with the above findings. In 1930 a questionnaire replied to by thirty-one senior high schools of Massachusetts, chosen from institutions having enrollments of 200 to 2800 pupils, yielded the following objectives in answer to the question: "What trend of changes in objectives or emphasis has been made most recently in your social studies department?"

TABLE 2. Trends in objectives and emphasis in Massachusetts secondary schools

1. More emphasis on economic and industrial development.
2. More emphasis on practical application to today's problems.
3. Greater effort to make courses throw light on twentieth century events and tendencies.
4. Enlarging of student's unit of thought from his own bit of life to the world unit.
5. Development of the West.
6. Emphasis on recent history.
7. Emphasis on government and civics.
8. Emphasis on contributions of the past to our social, economic, and political present.
9. Moral training, development of character, and citizenship.
10. More emphasis on psychological aspects of historical development than upon political.
11. Emphasis upon the seven cardinal objectives of education.
12. Teaching of history not for its own sake, but for the development of an intelligent, well-informed, right-acting citizenry.

In view of the above findings and opinions, Kimmel's third conclusion with regard to "Noticeable Omissions" mentioned above (Page 15) has been chosen as a general base from which to work in this thesis. Specifically, he says: "An

of definite concept-objectives and investigating the availability of purposeful textbook instruction upon these points.

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In view of the above findings and opinions, Kline's third conclusion with regard to "Historical Education" mentioned above (Page 15) has been chosen as a general basis from which to work in this thesis. Specifically, he says: "An



examination of the objectives listed in courses of study reveals little evidence that the committees are thinking in terms of concepts and social processes as desirable goals in the teaching of the social studies."<sup>1</sup> The objectives used in the present analysis and report are definite concepts derived from the processes of our present society.

#### Selected Objectives for this Examination

The survey with which this thesis is concerned bases its textbook analysis upon the following two problems:

- A. To determine how much light is thrown on the much used terms or concepts: Democracy (political, social, industrial); socialism; communism; fascism; anarchism; capitalism; individualism; collectivism; laissez-faire; social (or economic) planning; nationalism; internationalism; peace movement.
- B. To determine what measure of understanding is developed concerning: Crime and delinquency; tariff and international trade; causes of poverty; production and consumption; the business cycle; credit and banking; managed currency; the regulation of child labor; unemployment insurance; race relations; the organization and management of business; the problem of agriculture; the distribution of income; public

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<sup>1</sup>Kimmel, Wm. G. Instruction in the Social Studies, Bull., 1932, pp. 9-10

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opinion and propaganda; war (causes, development, results).

For purposes of organization and reference the thirty-two objectives listed in the above problems may be classified as falling into two divisions: 1. Objectives of the "ism" type, or those dealing with governmental policies and philosophies; 2. Objectives dealing with functional relationships. Division 2, relating to Problem B above, may be further clarified by subdivision into points developed as objectives in the past (comprising the first six topics), and those herein suggested as additional objectives to be developed (comprising the last eleven topics in the group).

Selection of the terms in the final list was guided largely by the writer's personal observations, supplemented by opinions voiced by associates and Seminar members. Prior to choosing and arranging the problem objectives, the following conclusions were reached:

1. Rapid economic and political developments of the past five years have brought before the American public many practical issues heretofore of concern to us only through our foreign relationships, not vital to our personal understanding, or at most considered only in the abstract.
2. Improved communication - wider circulation of books and magazines, more reliable press services, network of study-club activities, increased publication of

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2. Improved communication - wider circulation of books and magazines, more reliable press services, network of study-club activities, increased circulation of



authoritative professional information and advice, diffusion of scientific knowledge through advertising, moving pictures with sound effects, the radio - has given the layman a new vocabulary involving the need for more dependable understandings.

3. Discussions by teachers and adult laymen on current affairs, and critical comment directed at government agents and activities and relating to both our domestic and foreign relations frequently betray misconceived and confused ideas about the matters under consideration.
4. Secondary school students under the writer's observation in his own classroom, both in general and in college divisions, require preliminary explanations or assignments on the meanings of certain terms and phrases met with in current events recitations, before they are able to discuss these topics intelligently and with significance.
5. In the light of the above observations, the essential tests for each objective included in the list under preparation should be: a. Its significance; b. Its concreteness.
6. Textbook treatment of these objectives should also be significant and concrete, in that blocked rather than scattered information should be furnished, and that material should be presented with the express purpose of developing the objective as an objective.

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### Method of Formulating List

The actual method of formulating the list of objectives was a process of simplifying a preliminary list of general aims such as were found by Swindler, Kimmel, and the writer (See Related Work in Other Investigations) to exist in current courses of study. The process involved three steps:

1. Listing of citizenship aims. Emphasis in Swindler's list having been found to be noticeably on civic understanding and participation, a list of aims in keeping with this trend was prepared.
  - a. To possess thoughtful convictions on what constitutes a democracy, politically, socially, and industrially.
  - b. To know the different types of governmental control as used in different countries in order to see the values to be derived from each type as well as to be able to point out the flaws in each method.
  - c. To keep reasonably well-informed and interested in things political, appreciating the duties and responsibilities of a citizen and acting carefully upon voting privileges.
  - d. To evaluate, and maintain a constructively critical attitude toward, the driving forces and backgrounds of economic organizations and theories, such as communism, rugged individualism, collectivism, capitalism, socialized capitalism, laissez-faire, and free competition, applying this knowledge to solutions of our economic ills.
  - e. To regulate the development within oneself of such emotionalized attitudes as pacifism, nationalism, internationalism, discovering their sources, benefits to be derived, dangers, and tolerantly furthering attempts to overcome their weaknesses.
  - f. To take a cooperative and decided stand with regard to the laws of the country, having first secured an understanding of the purposes of law, the value of



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- e. To regulate the development within oneself of such emotionalized attitudes as pacifism, nationalism, internationalism, discovering their sources, benefits to be derived, dangers, and tolerantly furthering attempts to overcome their weaknesses.
- f. To take a cooperative and decided stand with regard to the laws of the country, having first secured an understanding of the purposes of law, the value of



obedience to it, and the methods of having laws made or changed for the public good.

- g. To acknowledge without bias the contributions of different races to our general growth.
- h. To participate intelligently in social life through applying a basic knowledge of civic affairs to the problems of democratization of industry, involving such topics as production, distribution, and consumption of goods; transportation and communication; the relation of labor and capital; taxation; health; family; community problems; education; conditions of living; charities and corrections; immigration and race problems; changing status of women; and liberty.
- i. To understand the history of money; the economic laws involved; and the division of economists over the proposed plans of money and credit regulation.

2. Reduction of the above list to eight general subject-matters and statement of each item in terms of social processes and concepts.

Subject-Matters	Processes and Concepts
Understanding of the democratic way of life	political democracy social democracy industrial democracy
Types of governmental control: their values and flaws	communism socialism fascism anarchism syndicalism
Laws	attitude toward machinery for making
Money and credit: their history, laws, and plans for regulation	banking credit money tariff thrift public finance

obedience to it, and the methods of having laws made or changed for the public good.

g. To acknowledge without bias the contributions of different races to our general growth.

h. To participate intelligently in social life through applying a basic knowledge of civic affairs to the problems of cooperation of industry, involving such topics as production, distribution, and consumption of goods; transportation and communication; the relation of labor and capital; taxation; health; family; community problems; education; conditions of living; charities and correctional; immigration and other problems; changing status of women; and liberty.

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List of subject-matters, processes, concepts (Cont.)

Economic organizations and theories: their underlying forces and their backgrounds	capitalism free competition production consumption wages labor transportation marketing
Democratization of industry: forces and methods - an understanding of economics of yesterday (scarcity) and of today (plenty)	laissez-faire individualism collectivism managed currency redistribution of national income economic planning through scientific management minimum wage law a long term government budgeting regulation of hours of labor regulation of child labor an unemployment insurance program public works program more equitable distribution education of consumer
Appreciation of why men behave as they do	pacifism nationalism internationalism 100% Americanism
Race contributions to civilization and growth	Elimination of race prejudice

3. Rearrangement of items into the form and content of Problems A and B, as described on Pages 17 and 18 above, and selection of textbooks to be examined for their distribution of material on the objectives mentioned.

List of subject-matters, processes, concepts (Cont.)

<p>economic organizations and theories: their underlying forces and their backbones</p>	<p>capitalism free competition production consumption wages labor transportation marketing</p>
<p>Democratization of industry: forces and methods - an understanding of economics of yesterday (scarcity) and of today (plenty)</p>	<p>laissez-faire individualism collectivism managed currency redistribution of national income economic planning through scientific management minimum wage law a long term government budgeting regulation of hours of labor regulation of child labor an unemployment insurance program public works program more equitable distribution education of consumer</p>
<p>appreciation of why men behave as they do</p>	<p>pacifism nationalism internationalism 100% Americanism</p>
<p>Race contributions to civilization and growth</p>	<p>elimination of race prejudice</p>

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Problems A and B, as described on Page 11 and 12 above.

and selection of textbooks to be examined for their

distribution of material on the objectives mentioned.



In order to insure an up-to-date medium for the work, letters were sent to the publishing companies represented on the Master Sheet (Table 3) following, asking them to send, for examination, copies of their History, Sociology, Problems of Democracy, and Economics textbooks recommended for successful use in secondary school classes. From the books received, the twenty-five used for the study (See Table 3) were taken at random, since any attempt at selectivity would have curtailed the value of the report. To maintain a relative quantity between the textbooks in the various courses and the objectives in keeping with the subject matter of the various courses, the twenty-five books were distributed as follows: History - 4; Sociology - 6; Problems of Democracy - 6; Economics - 9.

#### Basic Questions in the Study

In the course of textbook examination and collection of statistics, several questions having to do with the adequacy of the space allotted the various objectives suggested themselves. These are proposed as follows:

1. Does the book show that the material in question has been specifically inserted by the textbook author as a definite objective?
2. Does the controversial nature of the objective govern the allotment of space?
3. Does the length of time the objective has existed in the public mind govern allotment of space?

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3. Does the length of time the objective has existed in the public mind govern allotment of space?



4. Does the relative importance of the objectives one to another in current happenings govern allotment of space?
5. Has the relationship of a given objective to another objective included or not included in this list affected the allotment of space?
6. In the light of the above questions of appraisal, can a fair statement of the quantitative adequacy of textbook treatment of the proposed objectives be made?

In connection with these questions, the findings of the Master Sheet (Table 3) immediately following are significant.

4. Does the relative importance of the objectives one to another in current happenings govern allotment of space?
  5. Has the relationship of a given objective to another objective included or not included in this list affected the allotment of space?
  6. In the light of the above questions of appraisal, can a fair statement of the quantitative adequacy of textbook treatment of the proposed objectives be made?
- In connection with these questions, the findings of the Master Sheet (Table 3) immediately following are significant.



# The Individual Record Sheet

Prior to the arrangement of statistics shown in Table 1 following, each of the twenty-five textbooks listed therein was examined, and the number of pages for each objective listed, an individual sheet being given to each textbook record. These twenty-five textbooks were listed in the order in which they were developed in the textbook, and the page units were given, but also shown whether the page units were consecutive or scattered. A sample record follows:

## CHAPTER FOUR

### Textbook: Our Book TABULATION OF RESULTS

Objectives	No. Pages
Political Democracy	10
Social democracy	11
Industrial Democracy	12, 25
Socialism	2, 1
Communism	2, 1
Fascism	
Anarchism	
Capitalism	11
Individualism	1
Collectivism	
laissez-faire	
Social (or economic) planning	2, 21
Nationalism	4
Internationalism	
Peace Movement	
Crimes and delinquency	
Tariff and international trade	4, 3
Causes of poverty	1
Production and consumption	12
The business cycle	12
Credit and banking	12, 11
Managed currency	12
Regulation of child labor	1
Unemployment insurance	1
Race relations	
Organization and management of business	10, 45, 22
Position of agriculture	11
Distribution of income	10
Public opinion and propaganda	
Summary, development, conclusion	

CHAPTER FOUR

TABULATION OF RESULTS



# The Individual Record Sheet

Prior to the arrangement of statistics shown in Table 3 following, each of the twenty-five textbooks listed therein was examined, and the number of pages found for each objective listed, an individual sheet being given to each textbook record. These twenty-five preliminary records indicated not only the blocks of material used by the textbook author to develop given objectives, but also showed whether the page units were consecutive or scattered. A sample record follows:

Textbook: Our Economic World, by Atkins and Wubnig

Objectives	No. Pages
Political democracy	10
Social democracy	11
Industrial democracy	12, 25
Socialism	2, 1
Communism	2, 1
Fascism	
Anarchism	
Capitalism	11
Individualism	1
Collectivism	
Laissez-faire	
Social (or economic) planning	2, 21
Nationalism	4
Internationalism	
Peace Movement	
Crime and delinquency	
Tariff and international trade	6, 3
Causes of poverty	1
Production and consumption	12
The business cycle	13
Credit and banking	13, 11
Managed currency	12
Regulation of child labor	$\frac{1}{2}$
Unemployment insurance	1
Race relations	
Organization and management of business	10, 45, 25
Problem of agriculture	11
Distribution of income	10
Public opinion and propaganda	
Causes, development, results of war	

## The Individual Record Sheet

Prior to the arrangement of statistics shown in Table 3 following, each of the twenty-five textbooks listed therein was examined, and the number of pages found for each objective listed, an individual sheet being given to each textbook record. These twenty-five preliminary records indicated not only the blocks of material used by the textbook author to develop given objectives, but also showed whether the page units were consecutive or scattered. A sample record follows:

Textbook: Our Economic World, by A. J. A. and W. J. A.

Objectives	No. Pages
Political democracy	10
Social democracy	11
Industrial democracy	12, 23
Socialism	2, 1
Communism	2, 1
Fascism	
Anarchism	
Capitalism	11
Individualism	1
Collectivism	
Laissez-faire	
Social (or economic) planning	2, 21
Nationalism	4
Internationalism	
Peace Movement	
Crime and delinquency	
Tariff and international trade	2, 3
Causes of poverty	1
Production and consumption	12
The business cycle	13
Credit and banking	14, 11
Managed currency	12
Regulation of child labor	1
Unemployment insurance	1
Race relations	
Organization and management of business	10, 25, 26
Problem of agriculture	11
Distribution of income	10
Public opinion and propaganda	
Causes, development, results of war	



### The Master Sheet

From the objective-totals of these individual records, a Master Sheet (Table 3) was compiled, showing the total number of pages devoted to each objective by each textbook, the individual textbook page percentage on each objective, the page average on each objective computed from all textbooks showing treatment of the objective, and the percentage average on each objective computed from all textbooks showing treatment of the objective. This table is herein included.

# The Master Sheet

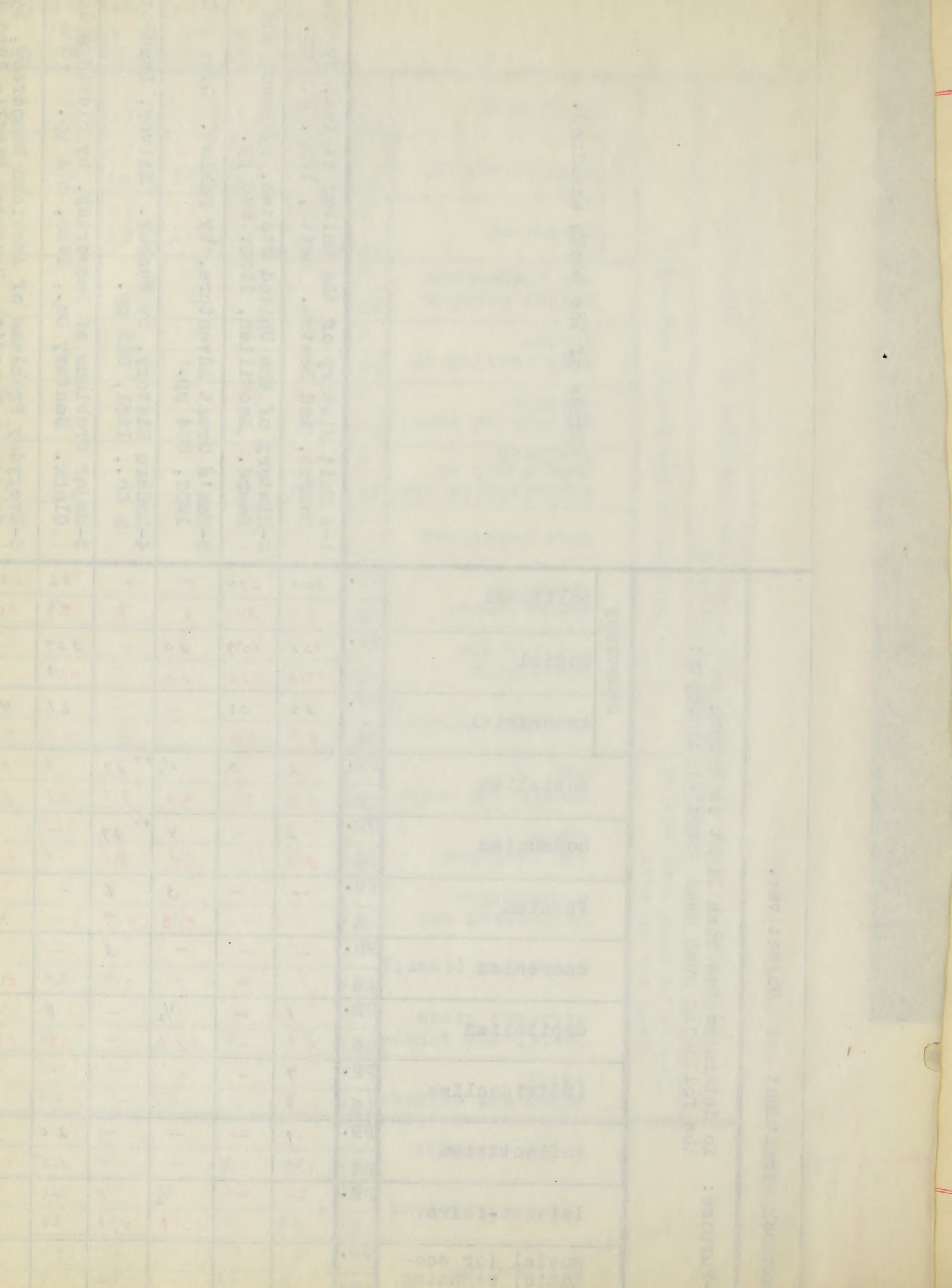
From the objective-totals of these individual records, a Master Sheet (Table 3) was compiled, showing the total number of pages devoted to each objective by each textbook, the individual textbook page percentage on each objective, the page average on each objective computed from all textbooks showing treatment of the objective, and the percentage average on each objective computed from all textbooks showing treatment of the objective. This table is herein included.



Table 3. Statistics of Quantitative Textbook Treatment of Objectives.

II-Purpose: To determine what measure of understanding is developed concerning the following:																	I-Purpose: To determine how much light is thrown on the following much used terms or concepts:																	Names of the books examined.	
Suggested objectives to be developed:										Points developed as objectives in the past:																									
War										Democracy																									
causes of	development of	results of	public opinion and propaganda	distribution of income	problem of agriculture	organization and management of business	race relations	unemployment insurance	regulation of child labor	managed currency	credit and banking	the business cycle	production and consumption	causes of poverty	tariff and international trade	crime and delinquency	nationalism	internationalism	peace movement	laissez-faire	collectivism	individualism	capitalism	anarchism	fascism	communism	socialism	industrial	social	political					
pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.	pp.					
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9	1.0	3.0	2.1	1.8	3.5	1.1	0.1	0.8	0.1	0.2	0.2	2.9	2.5	1.55	3.0						
4.4	3.7	3.5	2.5	4.6	3.1	1.5	1.9	0.3	3.3	1.7	0.2	1.3	2.7	1.9</																					







## INTERPRETATION OF FACTS

CHAPTER FIVE

INTERPRETATION OF PHOTO



### General Impressions

Before attaching significance to the findings of the Master Sheet, the writer wishes to clear up any ambiguity regarding the terms "purposive inclusion" and "unit organization", both of which must be used frequently in this report.

First of all it must be made plain that regardless of the wealth of material encountered in various textbooks upon the several topics (objectives), the pages devoted to their exposition were not numbered on the Master Sheet unless it was apparent, in the writer's opinion, that their authors had written them with the specific end in view of developing one or more of the objectives listed for study. Considerable difficulty was at first experienced in determining whether much of this material could be classified as definite objectives of the authors. Running through American history textbooks, for example, which naturally deal mostly with political and cultural history, scattered information on the social and economic life of the people can be found. The material as presented, however, does not necessarily guide the student to a stated objective, although a skilled teacher might so use the material as to direct the student toward that end. It therefore became necessary for consistency's sake to establish a test which would help to show when information given on a stated topic had been intentionally pointed toward its related objective. This is what the writer means by "purposive inclusion".

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As the criterion for these decisions, unit organization was selected. In this study the term "unit organization" is used to designate any block of work, regardless of length, which seems to constitute a whole development in itself or an integral step in a whole development. This much latitude must be conceded the various textbook authors, not only because of the overlapping nature of most social studies objectives and the natural diversity of organization among the textbooks, but also because of the importance which the writer of this thesis is presently to attach to unit organization in textbook writing. The writer does not set himself up as competent to offer a standard for such organization, it should here be said, but he does believe that a definite need exists for the establishment of such a standard - that is, for a clear set of objectives to which textbook organization should conform, if not also for a more or less definite quantitative standard for the material presented. The findings of this analysis seem to him to strengthen this belief.

History Textbooks Examined (Nos. 1-4 on the Master Sheet).

On the whole, the American and Modern History textbooks show more consistent unit organization as related to the suggested objectives than do the volumes dealing with World History. It is admitted, however, that the latter are for cultural purposes mostly, and do not lend themselves so readily to complete unit organization.

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Problems of Democracy Textbooks Examined (Nos. 5-10).

These books, with the others which are most in line with the development of understandings on political, social, and economic thought and behavior - as Sociology, Social Problems, and Economics - make up the burden of proof in this examination. Textbooks on Problems of Democracy show varying methods of unit organization. Some authors definitely classify their work under a few main headings; others use only chapter headings to show their purpose. Much good material, though valuable to the student, could not be included on the Master Sheet. The chapter headings which follow, for example, indicate a purpose which a teacher might turn to good account in developing a definite objective such as the understanding of social democracy, but the application is very broad, and the treatment given the topics in the textbook from which the headings were taken preclude entering these pages in Table 3.

Foundations of Social Life.

Family and Home

Woman's Place in Social and Economic Life.

Population Problems.

Conservation of Resources.

Problems of Work and Welfare.

Problems of Rural Life.

Business of Living Together.

Problem of Better Homes.

Conservation of Human Vitality.

Reclamation of Leisure.

Processes of Social Control.

Science and Art in Social Life.

Education and the Community.

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- Foundations of Social Life.
- Family and Home
- Woman's Place in Social and Economic Life.
- Population Problems.
- Conservation of Resources.
- Problems of Work and Welfare.
- Problems of Rural Life.
- Business of Living Together.
- Problems of Modern Homes.
- Conservation of Human Vitality.
- Reclamation of Land.
- Processes of Social Control.
- Science and Art in Social Life.
- Education and the Community.



The writer of this paper does not take the position that textbook material other than that suggested by the objectives in the study has no place, nor does he consider that material which can be used to build up better understandings on current issues - witness the following - should be discarded.

- How the Past Influences the Present.
- The Divorce Problem.
- The Liquor Problem.
- The Rural Problem.
- Transportation and Communication.
- Taxation and Distribution of Wealth.
- Helping to Make the United States of the Future.
- Communities and Community Spirit.
- The Good Citizen in the Home.
- How the Community Protects Us.
- How the Community Helps to Build Character.
- Promoting Education Through Private Enterprise.
- Making Environment Favorable for Right Living.
- Protecting Health.
- Affording Pleasure.
- Enhancing Beauty.
- Conservation of Resources.
- Controlling the Cost of Living.
- Immigration.

Do not these more or less isolated discussions possess greater potential value if they can be manipulated to form a part of an obvious and purposed unit?

#### Sociology Textbooks Examined (Nos. 11-16).

The volumes on Sociology are treatments either of elementary principles of sociology with no unit organization in the sense of individual chapters subordinated to larger developments, or as a series of problems dealing with American life in a theoretical way, such as showing why people behave as they do. In both these instances, complete classification of the materials was impossible in spite of their overlapping with

The writer of this paper does not take the position

that textbook material other than that suggested by the objectives in the study has no place, nor does he consider that material which can be used to build up better understandings on current issues - witness the following - should be discarded.

- How the Past Influences the Present.
- The Divorce Problem.
- The Labor Problem.
- The Rural Problem.
- Transmigration and Colonization.
- Texaco and Distribution of Wealth.
- Helping to Make the United States of the Future.
- Communities and Community Spirit.
- The Good Citizen in the Home.
- How the Community Protects Us.
- How the Community Helps to Build Character.
- Promoting Education through Private Enterprise.
- Making Environment Favorable for Right Living.
- Protecting Health.
- Alleviating Misery.
- Enhancing Beauty.
- Conservation of Resources.
- Controlling the Cost of Living.
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Sociology Textbooks Examined (Nos. 11-18).

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the objectives of the Master Sheet. This was due, again, to the lack of a clear unit organization. Ellwood's Social Problems (No. 11) is an example of the theoretical treatment mentioned above. Note the following chapter headings:

- The Study of Society.
- The Bearing of the Theory of Evolution upon Social Problems.
- The Bearing of Modern Psychology upon Social Problems.
- Primary Group: The Functions of the Family in Human Society.
- The Forms of the Family.
- The Historical Development of the Family.
- The Problem of the Modern Family.
- The Growth of Population.
- The Immigration Problem.
- The Negro Problem.
- The Problem of the City.
- Education and Social Progress.

Three hundred fourteen of the 423 pages of this book dealt with the type of material shown above.

Finney's Elementary Sociology (No. 12) is an excellent example of our use of "unit organization" as the integral step in a whole development rather than as a whole development. In fact, at first reading this textbook impressed the writer as a fairly complete development throughout of the concept of social democracy as found in our list of objectives. Later examination revised this opinion, but the organization of the material was so obviously progressive (though toward a different and broader objective) that it was quite evident that certain blocks of work such as Industry (to which two chapters are devoted), Political Government, Poverty, and some lesser units easily deserved a place in this account.

Civic Sociology, by Ross (No. 13), is organized on the

the objectives of the Master Sheet. This was done, again, to

the lack of a clear unit organization. Wood's Social

Problems (No. 11) is an example of the theoretical treatment

mentioned above. Note the following chapter headings:

The Study of Society.  
The meaning of the theory of evolution upon social problems.  
The meaning of modern psychology upon social problems.  
Primary groups: The functions of the family in human society.  
The forms of the family.  
The historical development of the family.  
The problems of the modern family.  
The growth of population.  
The industrial revolution.  
The urban problem.  
The rural problem.  
The problem of the city.  
Education and social progress.

Three hundred fourteen of the 325 pages of this book dealt with

the type of material shown above.

Finney's Elementary Sociology (No. 12) is an excellent

example of our use of "unit organization" as the integral step

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work such as industry (to which two chapters are devoted),

political government, poverty, and some lesser units easily

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Civic Sociology, by Ross (No. 13), is organized on the



unit plan, and most of it lends itself to a quantitative study as suggested by the Master Sheet. There are, however, chapters which have significance for the pupil, but which are not definitely in line with this study. Examples are:

- The Trend of Population.
- Increasing Pressure on Natural Resources.
- The Drift to the Cities.
- The Expansion of the Social Mind.
- The Transformation of the Home.
- The Family.
- Child Welfare.
- Health and Disease.
- Education.
- Personal Freedom.
- The Promotion of Religious Freedom.

Another textbook to which these same comments apply is Group Life and Social Problems, by Shideler (No. 14). As with Ross' book, however, additional material is found, in this case under such headings as:

- American City Life.
- American Rural Life.
- Thrift and Conservation in Nation Building.
- Family and Home.
- School and Education.
- Population.

These two volumes point admirably toward the attainment of certain definite objectives.

Towne's Social Problems (No. 15) has less of consistently planned unit development, but as in Finney's book various chapters are so developed as to be eligible for classification under the objectives herein considered. Its general purpose is a presentation of sociological principles.

Our Social World, by Wallis and Wallis (No. 16) uses

unit plan, and most of it lends itself to a quantitative study as suggested by the Master Sheet. There are, however, chapters which have significance for the pupil, but which are not definitely in line with this study. Examples are:

The Trend of Population.  
Increasing Pressure on Natural Resources.  
The Birth of the Cities.  
The Expansion of the Social Mind.  
The Transformation of the Home.  
The Family.  
Child Welfare.  
Health and Disease.  
Education.  
Personal Freedom.  
The Promotion of Religious Freedom.

Another textbook in which these same concepts apply is Group Life and Social Problems, by Wideler (No. 14). As with Ross's book, however, additional material is found, in this case under such headings as:

American City Life.  
American Rural Life.  
 thrift and Conservation in Nation Building.  
Family and Home.  
School and Education.  
Population.

These two volumes point admirably toward the attainment of certain definite objectives.

Towne's Social Problems (No. 15) has less of consistently planned unit development, but as in Finney's book various chapters are so developed as to be eligible for classification under the objectives herein considered. Its general purpose is a presentation of sociological principles. Our Social World, by Wells and Wells (No. 16) uses



the unit plan for development, but because its subject matter is broader in scope than those of the other textbooks, only a few blocks of its material fit into the Master Sheet statistics.

It leaves the beaten track with such discussion-topics as:

- Meaning of Society.
- Meaning of Culture.
- Geographical Environment.
- Population and Immigration.
- Custom.
- Tradition and History.
- The Family, the School, the Church.
- Mental and Physical Deficiency.
- Modern Science and Public Health.
- Social Progress.

Economics Textbooks Examined (Nos. 17-25).

The textbooks of this division are definite unit studies whose contents for the most part fall under Part Two of the Master Sheet. Interesting variations from the suggested list of objectives were found in such headings as:

- Population.
- Property Rights.
- Concepts of Accounting.
- Risk and Uncertainty.
- Rising and Falling Prices.
- Taxation.
- What Makes a Nation Prosperous.
- Getting and Using.
- How We Get On in the World.
- The Geographical Situation.
- The Quality of the People.
- Meaning and Nature of Competition.
- Cooperation.
- Law and Government.
- The Habits of the People.
- Value and Price.
- Scarcity.
- Money.
- Constructive Liberalism.
- Transportation.
- Speculation.
- Living in Riches.
- ~~The Importance of Fuel and Machinery in Industry.~~

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Evolution.  
Living in Cities.



Part One of the Master Sheet: Specific Objectives

Political, Social, and Industrial Democracy.

Political democracy is probably best defined in Lincoln's words, "a government of the people, by the people, and for the people". It carries with it the connotation of rights and privileges, duties and obligations of good citizenship. We are legalistically and theoretically a people's government in the United States. We are a people politically in power in the United States if only we know how to handle the situation.

Actually it is a wholly different story. We are controlled by a vested minority, an interested few. And they who control have kept the truth of the situation from the masses. If the machine of government then is not working, it is time that we analyzed the problem and spotted the shortages in political behavior. Education must know what is wrong and then develop the understandings of pupils in a wise and diplomatic way. We need an increased interest in things political and more intelligence displayed in the matter of choice of issues and leaders. To this end we must direct definite study or blocks of work which will attain better citizens.

With these thoughts in mind, let us see just what the Master Sheet (Table 3) shows with regard to the amount of space devoted to developing an understanding of political democracy. Under this objective we find a variation of treatment of from 1.5% to 35.5% of a textbook. Twenty of the twenty-five books

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show treatment in some form. It is of course to be expected that history textbooks deal more with this objective than books on economics. The Problems of Democracy volumes show a much more consistent treatment. These devote on an average 25.8% of a book to this one objective. The average of the twenty books showing any treatment at all of the objective is 15.1%. The writer believes it would be well for a book to have a more balanced development by including the supporting points suggested by the Master Sheet. Both the sociology and economics textbooks show considerable differences in the space devoted to this aim. Yet who will deny the close relations existing between the government and our social and economic life? A new set-up in the way of accepted concrete objectives would bring about more balanced treatment of needed blocks of study.

Social democracy. Democracy deals with more than political ideas, more than just a government "by, of, and for the people". It includes living together in large group relationships as well, which we call social democracy. Social democracy may be defined, says Professor J. J. Mahoney in a course of lectures on "School and Society", as "an affirmation of Burns' stirring challenge, 'a man's a man for a' that'. It denies an aristocracy of birth, wealth, or intellect, one or all. Its measure of human superiority is personal quality and social worth. It challenges men to judge and give preference to their fellowmen on this basis solely, with utter disregard for all other criteria, race, creed, wealth, or social position."

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It seems essential that we achieve social democracy in order to get political democracy. Nor can we democratically improve the world of work unless we secure social and political democracy. To accomplish these aims, our schools must develop tolerance, simplicity, genuineness, and a willingness to reward worth - all of which are characteristics making up the good citizen - by teaching facts, understandings, and correct attitudes.

Our textbooks, then, should be so organized as purposively to offer blocks of work to show the meaning of a social democracy insofar as the implications of the term are agreed upon. But an examination of books for this objective reveals even greater extremes in treatment than does that for political democracy. Out of the twenty-five textbooks examined, the writer was able to classify material under this heading in only twelve. As was to be expected, the economics textbooks, with the exception of two, failed to mention this phase of the study at all. Only four of the social problems books could be definitely said to treat social democracy, as such, and these varied in space devoted to it, from 9.4% to 62.4%. Only three of the Problems of Democracy textbooks could be said to be purposively organized to develop understanding of social democracy, and these show an extreme treatment of from 4.2% to 41.1%. This can be explained by the method of unit organization used by the authors, one devoting a chapter to a survey of the picture (Hughes: Problems of Democracy), while

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another (Eldridge: Major Problems of Democracy) develops in large blocks of study a detailed picture, showing the relations of groups living together in harmonious form. The American History textbooks showed more consistency in the space devoted to a development of this concept.

The writer found his greatest difficulty with the analysis relating to this objective (social democracy) due to confusion as to whether or not the author of the textbook had this goal definitely in mind. This leads to the conclusion that textbook writers in future probably should have a clearer conception of social democracy in their own minds in order to establish student understandings concerning it.

Industrial Democracy. Industrial democracy is our theme song today. Our government and our people are hammering at this problem, sometimes in concert, sometimes in disagreement. The question is, do the people have an intelligent knowledge of what industrial democracy really means? In his lectures Professor Mahoney offers the following definition of industrial democracy as a composite of the points of view of some twenty social philosophers and economists - French, British, and American:

"Industrial democracy is a comprehensive term embracing all those movements and tendencies that make for the elimination of inequalities in the occupational world. It demands a wider and more equitable distribution of wealth among all who work by hand or brain. It postulates a more representative and cooperative control with reference to business policies and conditions; a recourse to governmental functioning when the public interest requires it; and an increased consideration for those who



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are industrially weak. Its keynote is cooperation and its watchword is sharing. As an economic system it holds middle place on the scale between capitalism at one end and communism at the other. America, long committed to capitalism, slowly edges toward industrial democracy, and the pace accelerates as the short-comings of the traditional American system are revealed."

We are passing from a doctrine of laissez-faire to one of government control to a certain extent; from an economic existence based on competition to one of planned cooperation; from labor as a commodity to be bought in the cheapest market to a partnership of labor and capital.

These fundamental changes demand a background which the schools must provide. Tomorrow must show improvement of conditions rather than a recurrence of those influences which brought on the present disaster.

In the textbooks under consideration, how much space is devoted to this important objective? Again considerable variance is shown. From 1.8% to 49.0% of individual textbooks deals with this objective, with an average of 10.6% for all books touching on the topic at all. The greatest uniformity is found in economics textbooks. With the exception of two volumes (which do not show purposively organized material dealing with this point) devoted to a development of industrial democracy ranges from 5.5% to 9.6% with an average of 7.0% for these books and an average for all books of 10.6%. All in all, the Master Sheet shows a considerable tendency toward a development of understanding on industrial democracy.

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Socialism, Communism, Fascism, Anarchism.

Perhaps no other terms have appeared so frequently in present-day newspapers, magazines, speeches, committee hearings, private conversations, and so on, as these. Our government has been criticised or approved with their use as a basis.

Nevertheless relatively few persons, of the rank and file at least, appear to have clear-cut conceptions of the distinctions among the four words. Very likely a great many people have a hazy idea that these governmental concepts are synonymous. This is not surprising in view of the extreme reticence of our textbooks on the topics! But what is surprising - considering the panicky feelings it is possible to create in American breasts by the mere suggestion that the country is headed for any one of the four - what is surprising is the fact that social studies textbook writers, so far as they may be judged by the twenty-five volumes in this study, have practically ignored these fire-brand terms.

In most cases no unit treatment is found on this material at all. Modern History, by Becker, and Our Economic Society and Its Problems, by Hill and Tugwell, combine in a unit treatment the study of socialism and communism. Only five other textbooks give a 2.0% or over treatment of socialism. The average for all books mentioning socialism is 1.6% and that for communism 1.2%. Fascism is practically unmentioned, and only one book makes any attempt to devote a number of pages to clear up anarchism. Only 0.3% is devoted to this objective!

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And this in spite of the fact that the textbooks examined have been published in an era of European dictatorships and American uncertainties, a period including the Soviet experiment and a distinct wavering of party boundaries.

Capitalism, Individualism, Collectivism, Laissez-faire.

From four prominent governmental concepts we turn our attention to four equally important industrial concepts. In a capitalistic system (American brand) which focuses its attention on the right of the individual to get as much out of life as possible in a material way, and to be protected in the getting thereof, we have a distinctly undemocratic scheme. It is in fact an oligarchy which benefits the few at the expense of the many. The capitalistic scheme, founded on the doctrine that the government should not regulate the methods that it has adopted for its own selfish interests, lacks the whole principle of sharing which is necessary to a democratic order. What this doctrine of laissez-faire practices has done to our economic order, he who runs may read. A purely competitive organization which deals with labor as a commodity cannot achieve democratic standards.

To swing from capitalism based on individualism to the other extreme is to encompass collectivism. Collectivism holds that every man is his brother's keeper through a moral obligation to humanity. In its disposition to share with others it is synonymous with Christian ethics.

Recent trends of governmental action plainly travel

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along the line from pure capitalism toward collectivism. How far should they go? How far can they go? This change - a moving thing always from individualism toward collectivism, away from capitalism toward socialized control, away from the usual ethics of business and toward the Golden Rule, away from the idolatry of wealth and toward the value of human worth, away from the Darwinian morality of laissez-faire and toward a compulsion of the Christian code - is the basis of industrial democracy. These movements and facts are kept before the public by press and public speech, and are reflected as moot points in street corner and club debates. Valuable as these influences are in forming thought changes, the information thus spread is much too haphazard, indefinite, and colored by personal opinion to have any concentrated effect. As yet we lack the correct background as a people for effectively discussing and determining these issues which are nevertheless matters of common concern.

On these objectives also the Master Sheet shows an appalling lack of material, vital as the topics are. Only four books examined show any tendency to treat capitalism in any way at all so far as organization goes. The space devoted to this one objective ranges from 2.2% to 4.2% of their contents. Other books have a scattered smattering of information from half a page to eight pages. The average space devoted to capitalism is 1.4%, as a look at the Master Sheet will confirm. Economics textbooks do show a more balanced treatment of this

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objective, but even among these, only three out of the nine studied give anything like sufficient space to the relationships of this term. *Laissez-faire, a policy which has been largely*

As to individualism, only one book gives any treatment at length - ten pages, or 1.8% of the text content. Two books give four pages and five pages respectively, or 0.9% and 1.2% of the text content. One book, an American History, gives seven pages to this objective, or 0.8% of the text content. Three books give one page each to this topic, while one other devotes but half a page to its interpretation! It is thus obvious that most authors make no attempt to draw a complete picture of capitalism and individualism as related subjects. To the writer these statistics can mean but one thing. Their very consistency is alarming, for it shows that even now our textbook writers as a group are not yet awake to the interpretive value of what has probably been, with laissez-faire, the most influential movement in our history toward making the United States what it is today in an industrial sense. *our social and*

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this amazing silence mean that our textbook authors consider collectivism an un-American concept?

On laissez-faire, a policy which has been largely responsible for the growth of the American economic system, a unit treatment is found in only one volume. This, an economics textbook, devotes ten pages, or 1.8% of its content, to this treatment. Fifteen other books mention the objective in quantities varying from half a page to four pages. Only two give even four pages of discussion to it, the majority limiting their presentation to from one-half to two pages. This is very meager material indeed from which to expect our schools to provide a background for intelligent understanding and application of knowledge of so vital an issue.

#### Social (or Economic) Planning.

Bound up with the public recognition of the political and industrial concepts previously discussed is the hope current with many leaders that a solution for our problems may be reached through a thoughtful re-organization of our social and economic systems according to a careful and wide-scale plan. Talk of controlling these forces to the end of preventing recurrence of periodical depressions is in the air. Technocracy and the Russian experiment have been the starting point for such proposals in the United States as the Swope plan of industrial initiative; the La Follette bill for an economic council; the Beard Five-Year-Plan; the United States Chamber of Commerce report for a cooperative body of advisory board and subordinate

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councils; the National Economic Board proposed by the National Progressive Conference; the Supreme Council of Economics Survey recommended by William Hard. The writer is not suggesting that our secondary schools go into the technical details of the programs named above. He does believe that there is a place in our textbooks for a fundamental study of the purposes and methods of wide-scale planning.

But for the most part, our present textbooks have no space allotted to this subject-matter. Two volumes on Economics give a fair amount of space to the topic - one for twenty-six pages, another for sixteen. Only one other textbook makes mention of the objective; the others are quiet on the subject. The fact that nineteen of our twenty-five books examined were published in or since 1931, a period during which wide-scale planning has received an enormous amount of public attention, makes their almost universal failure to say anything on the subject all the more perplexing and seems to justify our criticism all the more.

#### Nationalism and Internationalism.

These two objectives now exist inseparably in the public mind, due to the exhortations of both educators and lay leaders everywhere that a broader basis of interest than love, respect, and tolerance for only our own nation and our own advancement must necessarily be taught. If sympathy and close cooperation are to result, we must become well grounded on the peculiar problems of all nations. On these two closely

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connected points the Master Sheet shows an interesting development taking place. In the textbooks examined, nationalism is treated in unit organization by five authors and touched upon in some fashion by three others with an average space allotment of eighteen pages or 3.0% of textbook content. Furthermore, internationalism is handled by nine textbooks in some definite form of unit development, two other textbooks giving some space to its discussion. The average for internationalism is twenty pages or 3.3% of textbook content. From the almost exact tallying of these two objectives, it is evident that our textbook authors feel the weight of the new emphasis. This is promising, even though the words "quantitative adequacy" may still be written with a question mark.

#### Peace Movement.

This last objective in Part One of our problem is closely connected with and may even be said to grow out of the two preceding ones. For the purpose of this study, the heading "Pacifism" was at first intended. Since nothing could be found under this term except one index reference which said "Pacifism - See League of Nations", and because a survey of some accounts of anti-militaristic activities seemed necessary, it was decided to change the objective to Peace Movement. The two objectives are not synonymous, "Pacifism" being somewhat wider in scope. Nevertheless, and somewhat to the writer's surprise, considerable material was found on the objective

connected points the Master Sheet shows an interesting development taking place. In the textbooks examined, nationalism is treated in unit organization by five authors and touched upon in some fashion by three others with an average space allotment of eighteen pages or 3.0% of textbook content. Furthermore, internationalism is handled by nine textbooks in some definite form of unit development, two other textbooks giving some space to its discussion. The average for internationalism is twenty pages or 3.3% of textbook content. From the almost exact tallying of these two objectives, it is evident that our textbook authors feel the weight of the new emphasis. This is promising, even though the words "quantitative adequacy" may still be written with a question

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objective seems proof that serious thought has not yet been stimulated on the point. If thought had been aroused, there would be disagreement on the subject, and at least some inconsistency of space treatment would have resulted, rather than universal silence.

Part Two of the Master Sheet: Specific Objectives

Points Developed as Objectives in the Past.

Among the forward-looking concepts chosen to guide this survey, the Master Sheet shows six of long standing - Crime and Delinquency; Tariff and International Trade; Causes of Poverty; Production and Consumption; The Business Cycle; and Credit and Banking. These, it will be seen at once, are issues of a type constantly confronting every country, though in varying degrees, in its development as a nation. Naturally we expect to find them generally and even comprehensively handled by the textbooks on economics, social and governmental problems, and United States History. In America, however, the recent economic crisis has given them a special emphasis, brought them into a new relationship with our study, and made it particularly important that our textbooks should deal adequately with them. In a sense a complete survey of the treatment of these six objectives should be qualitative as well as quantitative, of course, but the former being outside our purpose, their importance in the eyes of textbook authors must be gauged by the Master Sheet report alone. Another limitation is the absence of statistics on

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Crime and Delinquency. The United States is known here and abroad as a people with a passion for law-making, and of late years it seems that many of us have an equal or surpassing passion for law-breaking. Nor is this last confined to the "lower classes" - a term which still has considerable meaning with us. It therefore seems that a study of laws and law-making, plus a development of critical thinking on the topic in the growing generation, should go hand in hand with the treatment of crime and delinquency. All the Social Problems and Problems of Democracy textbooks, and one United States History, treat this subject in some form of unit organization, only three of the books giving as little space as two, four, and seven pages respectively to it, the remainder devoting from twelve to forty-two pages to the discussion. This shows in general a satisfactory acceptance on the part of textbook authors of this objective as one having a place in the social studies field. The writer feels, however, that both the United States histories should have covered the topic instead of only one. Here again it is significant that the Economics textbooks have nothing to say about it, for crime and delinquency have a decided bearing not only on the economic system of a country, but



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upon industrial cycles as well. If economic planning becomes an actuality, law-breaking as a subject for study may become part and parcel of our economic system. It is doubtless too soon to expect a reflection of this tendency to show in economics textbooks; nevertheless the statistics collected on Causes of Poverty as an objective are significant enough in this connection to justify a discussion of them at this point.

Causes of Poverty. This objective, with its natural relationship to the one just discussed, the writer expected to be included in practically the same textbooks as Crime and Delinquency. This turned out to be the case so far as Social Problems and Problems of Democracy textbooks were concerned, both as to page allotment and percentages. But here, and perhaps excusably, neither of the United States Histories mentioned the subject. The point of specific interest to the writer, however, is that two economics books do deal with the objective, as opposed to none on Crime and Delinquency. To be sure, one of these gives but one page to the treatment, but the other, Our Economic Society and Its Problems, by Hill and Tugwell, devotes to this discussion fifty-five pages, or 10.1% of its entire content. This treatment is given additional emphasis by the fact that Hill and Tugwell's textbook is extremely up-to-the-minute on current trends in every respect, and thus its lengthy unit on Causes of Poverty - covering more space than is devoted to the topic by any one of the Social Problems and Problems of Democracy volumes - is undeniably a



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milestone passed in social studies progress.

Tariff and International Trade. This subject-matter carries with it the necessity of developing understandings upon such points as living together in the field of work both in the nation and between nations; the relationships existing among national prosperity, tariffs, and international trade; the extent of American commercial self-sufficiency and of individual foreign commercial self-sufficiencies; the effect of international trade upon our farming and other industries; the connection between increase of international trade and danger of war; the connection between international trade and collection and payment of national debts. Schools are not expected to turn out experts on these issues, but it is true that the more we develop of understandings on them, the better equipped for citizenship our students will be.

The textbooks examined show up favorably on this objective, seventeen out of twenty-five dealing with it, and these ranging mostly from 2.2% to 9.6% of the contents. Only three volumes show percentages lower than 2.2%. Even with these included, the average page allotment is twenty-one pages, or an average percentage of 3.8%. The Social Problems and World History textbooks were the only ones silent on this topic, which is of course understandable.

Production and Consumption. The production-and-consumption relationship is peculiarly adapted to discussion in economics textbooks, and this<sup>is</sup> borne out by the figures on the

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Master Sheet. Eight of the nine volumes there (on Economics) handle the topic in unit treatments ranging from seventy to two hundred and twenty pages in length, or from 14% to 44.6% of their contents. The remaining one devotes twelve pages to the discussion. In addition five of the six Problems of Democracy textbooks examined treat the subject in varying amounts of space ranging from 0.8% to 6.3% of their content. Considering that a textbook of this type must cover a great many separate problems of our social, political, and economic society, however, this space on the whole is all that can be expected to be given this objective. These statistics seem to indicate that production and consumption are being given considerable and reasonably adequate quantitative attention.

It is furthermore favorably significant that this objective is recognized not only as an economic theory and its application, but is specifically considered a problem of democracy, for its current-day emphasis outside the realm of textbooks is all in this direction, and it may in time become almost wholly a governmental function.

The Business Cycle. This objective is in the light of present-day thinking so closely connected with production and consumption that it is quite probable that considerable material conceivably belonging to it is included in the textbook discussions of production and consumption. This is a point which only a qualitative analysis could determine. In its absence, we are not justified in criticising too adversely the

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Credit and Banking. Of the entire six objectives now under consideration, this - with the possible exception of certain phases of production and consumption - is probably the one which has lately been nearest the hearts of the people. Our banking crisis and moratorium raised questions which the general public found itself unable to answer, and this inadequacy, coupled with the ill fortune many of them suffered in connection with bank failures, brought on a natural alarm and feeling of helplessness which is not assuaged now that the government is taking definite steps regarding methods of credit and banking facilities and Congress and politics have entered the situation. Not only secondary school instruction but adult education also are called for on this objective.

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The Master Sheet shows American History textbooks giving space to the institutions of credit and banking from a historical standpoint, and in recent books a review of the problem of 1933 is included. Four out of six volumes on Problems of Democracy devote from fifteen to twenty-four pages (an average of 3.2%) to a history of banking and to an explanation of the organization and duties of banks. Economics textbooks show treatments varying in length from sixteen to one hundred and seven pages (or 2.8% to 21.0%). For the most part this may be said to be a very favorable showing, seventeen out of twenty-five books offering material. Little more could in fairness be expected, considering the present unsettled nature of the situation.

Suggested Objectives to be Developed.

The nine objectives in this grouping are of the same general type as those just discussed - that is, they deal with what may be called the functional relationships of government as opposed to governmental policies and philosophies in Part One. They differ from the six objectives just discussed, however, in that the present group deal with more specialized problems, or with general problems in a new or more specific way. Discussion of the individual objectives will exemplify this statement.

Managed Currency. "Free Silver", "Fifty-nine Cent Dollar", "Deflation", "Inflation", "Managed Currency" - these have all been popular subjects for discussion under the present

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administration, as well as topics occurring and recurring in our historical background. Unfortunately their recurrence again and again has not seemed to lessen the public's bewilderment concerning them and their merits and dangers. Actually they require the attention and opinion of experts for settlement, but they are too near the public's interests to shut out lay discussion. Regardless of its complicated nature, then - for managed currency is recognized as a very difficult subject for explanation, one on which the experts themselves are none too certain - this objective has a logical place in our social studies textbooks.

However, the examination shows cautious avoidance of this very complex objective. "Currency", "Silver", "Money", "Exchange", and the history of each all have prominent places in some Economics textbooks. Two of these were planned to develop a picture of money in the past, followed by an account of the present administration's attempts to control money. These two, with one history textbook which gave six pages to the discussion, are all which can be represented on the Master Sheet. Three books out of twenty-five make a very unprofitable showing. Whether the fact that the Master Sheet is nearly blank as far as this objective is concerned is due to unfamiliarity with the subject on the part of textbook authors, or to an open-mindedness of scarcely believable proportions, is difficult to say. It is possible, of course, that the present unsettled condition of the medium of exchange has influenced

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authors in their presentation - or rather lack of presentation - of material; nevertheless the writer believes that an attempt at indicating the importance of the objective should at least have been made.

Regulation of Child Labor. Recent legislation on this problem, accompanied by its inevitable popularized presentation of pros and cons, have placed the subject so deeply in the public mind that a reiteration here of causes and effects is hardly needed. Suffice it to say that children and adults alike suffer and have suffered from the exploitation of the young, not only in physical health, but also from the resultant adult unemployment.

The space allotted this important and very definite objective is ridiculous in its limitation. Although twenty out of the twenty-five books make mention of the topic, only one book gives anything like a complete picture of the issue, a space of thirty pages or 6.4%, while two others devote nine and twelve pages respectively to the matter. Scattered references of from half a page to six pages in the remaining seventeen books are found, showing on the whole a lamentable lack of stress on the objective. Is not this a concrete example of the lassitude and indifference with which America handles so many of her worthy and needed reforms? It is a significant commentary on this attitude among our people that inadequate instruction in the schools may be responsible for our failures in citizenship.

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Unemployment Insurance. Here is another objective need for which has grown out of our economic weaknesses. The uncertainty of employment in an economic society of plenty, but one which lacks a planned production, has necessitated providing for the emergencies of unemployment by means of unemployment insurance. It is a subject on which potential employers and employees alike - the bulk of our students - need information.

Yet the Master Sheet shows no attempt to develop this objective to any extent. Fifteen of the twenty-five textbooks touch briefly and insufficiently on the subject - an average of only three pages or 0.5% of textbook content being given to this objective! Not only is this total showing very unsatisfactory, but four out of the nine Economics textbooks completely ignore the topic. Yet unemployment insurance seems very definitely in keeping with the application of economic theory.

Race Relations. As in the case of Peace Movement in Part One, this objective appears in a changed form. It was originally designed to cover material found under the heading Elimination of Race Prejudice. No such material being found, the objective was altered to stand as above. It is true that information on race quotas, and racial problems in America, with very limited treatments on contributions by different races, was available, but under no stretch of the imagination could this be classified under the original heading, unless a skillful teaching force purposively working toward the elimination of race prejudice was presupposed. It is of course

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a difficult task to set up by means of the printed page learnings sufficient to tone down emotional reactions. Yet it is necessary that an education operate to shame us in our prejudices and thereby increase group harmony. To substitute understanding for misunderstanding, and to overcome emotion by developing intellect, is possible though difficult, and this we must demand of our textbooks.

While we are interested in improving our economic and industrial democracy, we must also become apprehensive lest racial prejudice reach undue proportions in the country. Evidences of religious bigotry, racial arrogance, snobbery, and jingoism are easily discoverable all about us. A study of race relations, their problems, propaganda, etc., directed toward developing wholesome attitudes and understandings in our pupils as future citizens, is surely necessary if the growing generation is to become immune to propaganda as such and see our race relationships in their true light.

Unfortunately, our textbooks as examined show a woeful lack of organization in this field, even under the very general heading of Race Relations. Only six books make any attempt to treat this objective at length. One of these devoted most of its study to the negro problem, which is only one of a number of equally vital and in some cases even more pressing race issues which we have to face. One other book - and this a Sociology! - gives two pages to a subject on which hundreds of thousands of words are written and spoken yearly. This is truly a marvel of

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The Organization and Management of Business. Some division of opinion as to whether this objective belonged with the present group of nine objectives or the preceding one of six finally resulted in its being included here. This was due mainly to the complaint from some of the Seminar members that it was difficult to find organized textbook material upon the subject, but also to a feeling that an entirely new trend in business organization and management may shortly develop, and hence a new emphasis might be noticeable in social studies textbooks concerning this impending change. From the existing treatments found, however, it now appears that this objective is one of long standing, in the minds of textbook authors at least.

Business organization and management has been given a definite place in the textbooks on American History, Problems of Democracy, and Economics. Unit organization is used throughout, the only variation being in the amount of space devoted to development by the different books. This ranged from twelve to eighty pages, or from 2.1% to 19.7% of the book contents. The total average for the books containing material on this objective is thirty-one pages, or 5.8% of the content.

condemned! The history textbooks, with a wealth of valuable material on race contributions to civilization at their command, say nothing at all. Such statistics as these seem to the writer to give an effect of insincerity to talk of international brotherhood, and to contrast on World History with a view to establishing understandings on international interdependence.

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The Problem of Agriculture. The crux of our agricultural problem, as we are now coming to realize, is that its production of raw materials which is so necessary to a sound industrial life has not kept pace with industrial production of manufactured goods. In this country the prime source of national economic strength is agriculture; this recognition, and recognition of the need for a solution of agriculture's problems, is a vital and profitable objective which our schools may do well to develop.

Under the influence of the present administration, the government has attempted through fundamental reforms implying greater intervention by the government in business to augment purchasing power and raise prices. Farm relief legislation of 1933 aimed to increase the farmer's purchasing power, by giving him a fair price for his produce. Adjustments, "processing", control of over-production, mortgage relief, and price fixing have been some of the means employed with more or less success. Are these methods sound? Or will they fail because of the violation of economic laws? Debates still rage as to how far the government can go in this field.

The problem of agriculture is dealt with in a fair way by eight textbooks examined, and inadequately treated by thirteen. Only five of the volumes devote over twenty pages to this objective, the average for all books giving any space to it being thirteen pages, or a total percentage average of 2.3%. With our economic system apparently due for a complete

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overhauling, and with the close bearing of agriculture on our present economic and industrial systems, we are forced by the above statistics to the conclusion that this objective needs more thorough development.

The Distribution of Income. Industrial democracy among other things calls for a wider and more equitable distribution of wealth. What was once stressed as equality of opportunity is now being stressed as more equality of income. Even if men are not equal, they are far more equal than present distribution indicates. Industrial democracy wants more distribution, more equality of possessions, since all have helped to produce the finished product.

This objective is treated in a promising way by the Economics textbooks, eight of the nine volumes giving from fifty-one to ninety pages to the development, with strong percentages, and the remaining volume devoting ten pages to the topic. In addition, four of the Problems of Democracy textbooks briefly present it. The writer would like to see the Problems of Democracy textbooks more enthusiastic on this objective, however, and would like also to have discovered its inclusion in Social Problems textbooks, due to the fact that the new emphasis on distribution of income is social as well as industrial in its implications. It is felt that the failure of these two types of books to comment adequately on the subject somewhat lessens the significance of the broad treatment given in the volumes on Economics.

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Public Opinion and Propaganda. Propaganda makes public opinion, and public opinion makes public, and to some extent private, action. Conscious efforts to influence public opinion and thereby effect action are therefore constantly among us. Some of these we see operating as commercial advertising, personal salesmanship, the press, the radio, the moving picture, the theater; other agencies such as political parties, peace and prohibition parties, etc., exist to spread propaganda; even churches, civic groups, honorary membership bodies, and the like, also are propagandists, though indirectly. A pertinent comment on this subject-matter as an objective, taken from Eldridge and Clark's Major Problems of Democracy, page 515, reads as follows:

"The relatively slow progress in dealing with our social problems is due in ..... part to the shortcomings of ..... public opinion ..... The shortcomings of public opinion are due, in part, to the fact that many social problems are unsolved in the scientific sense; to the bias and prejudice arising from early environmental influences and more or less selfish personal interests; to propaganda by economic and other groups in behalf of their special interests; and to lack of educational training fitting the citizen to work out reliable conclusions on public questions, despite these unfavorable influences."

Subtle influences such as these have to be guarded against. Our schools must develop ability in the individual to distinguish that which is scientifically correct and to diagnose that which is used undesirably for propagandist purposes.

At the present time little is done to bring out the value of correct public opinion and the dangers of propaganda.



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Subtle influences such as these have to be guarded against. Our schools must develop skill in the individual to distinguish that which is scientifically correct and to diagnose that which is used unscrupulously for propagandist purposes. At the present time little is done to bring out the value of correct public opinion and the dangers of propaganda.



Our textbooks show inadequate treatment of this objective. Only six devote as much as ten pages or over to its development, and four others give scattered information of from half a page to one and one-half pages on the subject. Such inconsistent and unbalanced handling as this is merely "damning with faint praise". All Problems of Democracy and Social Problems textbooks would do well to give considerable blocks of work to this objective, which might conceivably find a logical place in United States History textbooks as well.

War: Its Causes, Development, and Results. To the writer the Master Sheet statistics on this objective are more obviously significant than those on any other one treatment examined. To begin with, the subject matter has already passed through several changes of emphasis since our establishment as a nation, and all of them have been progressive. Military stress has given way to political, political to causal, and now causal is giving way - in the public mind at least if not in our textbooks - to a practical consideration on the results of war. Dramatic glorification of military conflict and conquest is no more. But horror and disgust over what comes after war are as yet far from strong enough to prevent conflict. This much the world knows.

But the writers of our textbooks apparently do not know it. It is true that they do show a favorable trend in the right direction, for of the four lonely histories which treat the objective, all but one allot more space to causes of war

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than to development of war. Unfortunately, however, only one allots more space to results of war than to development. This is only partially commendable. But what have we here to balance the discouraging feature? Among all the twenty-one books outside the history realm, one venturesome little Problems of Democracy textbook indicates that the results of war are worth giving fifteen of its 477 pages, or 3.1%. Now we are getting somewhere! The writer ventures to say that this one treatment, on a frontier not hitherto considering war its proper subject-matter, is the more significant because of its isolation. Perhaps when all the Problems of Democracy textbooks consider the results of war their province, and when all the Social Problems textbooks make it their duty to harp on the social implications of the results of war, and when all the economics textbooks prove to us that we cannot afford war, wars will cease.

#### Significance of the Findings

Without denying the value of the material listed as extraneous in this section of the report, it may be pointed out that its extent and variety do connote diversity of opinion among textbook authors as to what and how much information should be included in Social Studies textbooks. Surely much waste could be prevented by some serious attempt at setting up in a complete way a set of objectives from which to derive more uniform results in textbook writing and consequently in the student's acquisition of knowledge. We have national problems

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to consider not locally nor provincially but nationally. Why not avoid what amounts to localism in our textbook studies, by organizing those studies toward uniformity without standardization?

The need for such a project in the field of Social Studies carries with it a demand for the backing of authoritative opinion on the form and possibly the quantitative content of the material to be used. To say how this may be obtained is not within the province of this report, but certainly sincere experimental research should be encouraged, and the final agreement concerning objectives, manipulation of material, and general curricula and courses of study should be left not only to leaders in the field of education, but also - the nature of the Social Studies and their bearing on the national life would necessitate this - to leaders outside the institutional field as well.

To connect the findings of our Master Sheet and those of similar tabulations with the foregoing suggested movement in a more particular way and sense, we have only to recall the impossibility of finding or writing any one textbook that could cover adequately even these thirty-two objectives, to say nothing of others which will be added with time and study. Expansion of the Social Studies curriculum being thus obviously in order, to provide adequate treatment of the future objectives to be set up, statistics on current textbook content are needed to show just what books supplement each other with the least

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amount of overlapping in the courses. Even with the limited number of textbooks reported in the present Master Sheet as a beginning, a project of progressive value could be developed. At regular intervals the list of books examined could be increased, changes noted, and trends definitely indicated. Eventually to find all the objectives listed presented in unit organization would in itself mark an accomplishment.

## CHAPTER SIX

### SUMMARY AND CONCLUSIONS

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## Statistical Application

In closing this survey on the quantitative adequacy of feedback treatment of certain forward-looking social studies objectives, a brief application of the statistical findings to the basic questions suggested in Chapter Three may well be made.

Question 1: Does the book show that the material in question has been specifically covered by the treatment author as a **CHAPTER SIX**

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All of the treatments indicated in the table of results, regardless of length, are well organized, each of which constitutes a whole development in itself, or an integral step in a whole development. By meeting this test they satisfy the writer of this thesis that purposeful development of the social objectives was intended. Unfortunately material which was unavailable for our statistical analysis is noted in some of the test of unit organization, however, was judged valuable in the inherent nature for guiding the student toward understanding as certain of the objectives in question, provided such material was placed in the hands of a teacher competent to recognize and direct it.

As the first step in summary, we say therefore  
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CHAPTER SIX

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### Basic Questions Applied

In closing this survey on the quantitative adequacy of textbook treatment of certain forward-looking social studies objectives, a brief application of the statistical findings to the basic questions suggested in Chapter Three may well be made.

Question 1: Does the book show that the material in question has been specifically inserted by the textbook author as a definite objective?

All of the treatments indicated in the table of results, regardless of length, are unit organizations, each of which constitutes a whole development in itself, or an integral step in a whole development. By meeting this test they satisfy the writer of this thesis that purposive development of the related objectives was intended. Considerable material which was unavailable for our tabulation because it failed to meet the test of unit organization, however, was judged valuable in its inherent nature for guiding the student toward understandings on certain of the objectives in question, provided such material were placed in the hands of a teacher competent to organize and so direct it.

As the first step in summary, we may therefore conclude that casual and unrelated textbook information is inadequate and unprofitable because potentially and perhaps actually wasted in classroom presentation.

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As the first step in summary, we may therefore conclude that casual and unrelated textbook information is inadequate and unprofitable because potentially and perhaps actually wasted in classroom presentation.



Question 2: Does the controversial nature of the objective  
fact which govern the allotment of space?

In Part One the controversial objectives are: Socialism, Communism, Fascism, Anarchism, Capitalism, Individualism, Collectivism, Laissez-faire, Social or Economic Planning. According to our Interpretation of Facts and the figures on the Master Sheet, the treatment of these objectives is noticeably meager and far below the quantitative averages of the remaining objectives in this division. The highest average among these nine controversial terms is fifteen pages, or a percentage of 3.3%, while the others are far below this, but this relatively fair average is rendered insignificant by the fact that it is taken from only three instances of inclusion. Furthermore, of the three non-controversial terms which most nearly approach the controversial terms in extent of treatment, two (Nationalism and Internationalism) plainly show the influence of a progressive trend of thought, as is explained in the Interpretation. This increases their relative adequacy.

In Part Two, while practically all the objectives are controversial to an extent, they are controversial in a different sense from those of Part One. That is to say, the policies of Part One are ours to choose among, but the controversies of Part Two are functional: they are with us whether we will or no, for the most part, because they are inherent in some portion throughout the growth and development of any nation. This means that textbooks will of necessity treat each rather

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extensively as to the number of books in which they are included, a fact which explains why there are fewer blank spaces in Part Two of the Master Sheet than in Part One.

These comments are made on the assumption that in speaking of space allotment as affected by the controversial nature of the term treated, we must refer to the number of books treating the subject, rather than to the length of treatment by individual books; i.e., if a textbook author is prone to limit his inclusion of material because of its controversial nature, his limitation is likely to take the form of complete omission.

As the second step in summary, we submit that one factor in certain inadequate treatments found in this survey, is the presence of controversy in connection with the objective. This is frequently a type of controversy colored in the public mind by emotional or traditional prejudice.

Question 3: Does the length of time the objective has existed in the public mind govern allotment of space?

Without doubt the textbook authors are influenced partly in their selection of material by what is customarily included in textbooks in the various social studies fields. This is only another way of an author's asking himself whether tradition (length of use) expects or demands treatment of a given objective for the information of yet another generation. Witness the statistics on the six objectives grouped in the first division of Part Two - all receiving lengthy treatments except

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As the third step in summary, we maintain that social studies textbooks as examined contain some irrelevant because outmoded material, and fail to include much highly relevant because currently significant material.

Question 4: Does the relative importance of the objectives one to another in current happenings govern allotment of space?

Lacking an authoritative gradation of our selected objectives as regards their relative and respective importance, and being unwilling to set up such a standard upon our personal authority, we must concede that this survey fails to justify an answer to this question. This is, however, an extremely important point for consideration in view of the future uniformity of objectives and their treatment toward which we hope that the social studies are progressing, and in support of which this survey was undertaken.



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Question 4: Does the relative importance of the objectives one to another in current happenings govern allocation of space?

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Question 5: Has the relationship of a given objective to another objective included or not included in this list affected the allotment of space?

It is believed that this has been the case in a number of instances and from a variety of causes. One of these causes is the perfectly natural diversity of individual opinion among textbook authors as to topic headings; division of material among the several closely related subject-matters which comprise the social studies; relative importance or significance of topics, and the like. The extremely variable treatments of the three concepts on Political, Social, and Industrial Democracy in Part One are an example of this freedom of choice among authors, which frequently results in perplexity among readers, and which would at least partly disappear if a definite and authoritative set of objectives were available for social studies organization. A second example of this cause, which also shows the relationship of one objective to another, is shown by the statistics on The Business Cycle in Part Two (See explanation in the Interpretation).

A second cause is the natural relationship existing between two objectives (as between Crime and Delinquency and Causes of Poverty in Part Two) or an artificial relationship built up through public opinion (as between Nationalism and Internationalism in Part One), both of which types of relationship tend to make the textbook developments more or less parallel.

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A third cause is the relationship of a specific to a general objective (as Pacifism to Peace Movement, and Elimination of Race Prejudice to Race Relations). The effect of these connections has been explained in the Interpretation.

Question 6: In the light of the above questions of appraisal, can a fair statement of the quantitative adequacy of textbook treatment of the proposed objectives be made?

The writer believes that such a statement can be made. In this connection the final conclusions of this paper are as follows:

- A. A quantitatively adequate textbook treatment of objectives should be obviously purposive, unbiased by popular prejudice, and consistent with the best recent and current thought.
- B. It should conform to an authoritative standard of subject matter and space percentage treatment if such a standard is available.
- C. With respect to (A) above, the textbooks examined in this survey are as a whole (exceptions previously noted) inadequate in their quantitative treatment of the objectives set up.
- D. With respect to (B) above, such a standard is not at present available, but one must be made available if education in the social studies is to progress as desired.

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Question 8: In the light of the above questions of approach, can a fair statement of the quantitative advantages of textbook treatment of the proposed objectives be made?

The writer believes that such a statement can be made. In this connection the final conclusions of this paper are as follows:

- A. A quantitatively adequate textbook treatment of objectives should be obviously purposive, unified by common objectives, and consistent with the best recent and current thought.
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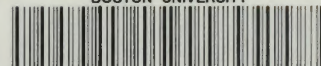


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